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EDITORIAL

With this issue we are completing Volume XI, a little behind time, but we assure our subscribers that, in 1977, we will bring out each issue on time. We take this opportunity to offer our best wishes for a Happy New Year to all our friends and well-wishers, subscribers and readers, contributors and advertisers. We are deeply indebted to Dr. H. S. S. Lawrence, our distinguished Director of School Education, for his valuable support to the journal; thanks to his circular we have been able to add nearly 300 new subscribers to our list With over 2500 high schools in our State, there are still many who are yet to send in their first subscription and we do hope that in the year they will enrol themselves as subscribers and strengthen our hands so that we can bring out better issues which will cater to the needs of teachers of English at all levels.

We welcome contributions from the practising teachers who are trying out some small experiments in their classroom procedures; from the lecturers and professors in the Training Colleges who must be carrying out useful projects with a view to improving the quality of teaching English and from others who have suggestions to offer for bringing about effective learning of English. It is through such sharing of experiences that the process of learning a foreign language can be enriched.

In this issue our regular contributors figure again. The Bhatias have discussed the pros and cons of the place of poetry at the under-graduate level and given their verdict which may be acceptable to the majority. Prof. B. Ardhanareeswaran and Miss S. Christina present a synopsis of their study on the relationship between intelligence and academic achievement and the Professor has also made a critical survey of pre-school education in the State, with particular reference to English. The two articles written by Prof. Verghis Chandy will refresh the memory of the trained teachers and may stimulate them to put into practice the techniques they ought to have learnt during their professional preparation.

RECOMMENDED TEXTBOOKS

for study in English Medium Schools

ENGLISH	1.	Silver Bells-Bks 1, 2, 3, 4 & 5
	2.	Radiant reading—Bk Two-Blue Skies Bk Three-The Shining Hour Bk Four-The Gleaming Road Bk Five-Over the Hills
	3.	Jungle Picture-Norah Burke
	4.	Read, Think and Choose-Gill
	5.	English for Junior Classes-Bks. I-IV
	6.	English for Secondary Classes-Bks I, II & III
MATHEMATICS	1.	Mathematics : A new Approach-Mansfield (Adopted by Jain and Pereira)
	2.	New Mathematics Reader
HISTORY		Advanced History of India-Sastri (Revised student edition)
GEOGRAPHY		School Atlas
PHYSICS		A New Introduction to Physics-Ashurst
BIOLOGY		Introduction to Biology-Mackean
HINDI		Aao Kahani Likhen: Bks. I, II and III—Weber.

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POETRY AND THE UNDERGRADUATE TEACHING OF ENGLISH

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1.0 The discussion on the inclusion of poetry in the undergraduate English syllabus has often been charged with passion. The pro-poetry and the anti-poetry spokesmen put forth their arguments based on both subjective and objective considerations. It is suggested that the subjective considerations have largely dominated the discussion. Whatever element of objectivity has found its way in the discussion has largely been in the context of the teaching of literature, not of language. It is contended that poetry can remain an integral part of the undergraduate English syllabus provided the selection, editing, annotation and preparation of comprehension exercises is appropriately done.

1.1 It is not very difficult to build up a great deal of anecdotal evidence for and against the teaching of poetry as a part of the undergraduate English course. Often teachers holding one point of view have tended to suggest opposing opinions. Those who argue against the inclusion of poetry in the undergraduate English course state the following points :

1.1.1 It is felt that the inclusion of poetry does not in any way help in gaining proficiency in the various language skills. In fact, it is argued that it adds to the difficulty level inherent in the teaching materials. Poetry has in it the use of language in a 'deviant' manner. The 'deviance' lies in its departure from the standard language largely at the grammatical and semantic levels. The argument, in its course, goes on to make the point that the

learner finds it very difficult to comprehend this deviance ; both its own structure and the manner in which it departs from the norm. The learner feels 'put off' and gives up the exercise of reading poetry at a very early stage. Such teachers feel that the inclusion of poetry is thus not only inappropriate, but may result in the development of apathy towards poetry for their entire lives.

I am not going into the details of the argument against the inclusion of poetry. I consider this a representative view of the teachers who demonstrate concern for the teaching and learning of the language skills. It is unfortunate that such language enthusiasts do not consider the significance of the 'interest' or 'variety' variable in the preparation of the teaching materials. This point has been dealt with at some length in 2.0 of this paper.

1.12. It is further felt that poetry by nature deals with the representation of an event, an abstract idea or an intense feeling. In such representations (concretized), there is a strong likelihood of culture-bound vocabulary finding its way in it. Thus apart from grammatical constraints being violated, poetry presents a wider range of meanings assigned to certain vocabulary items.

Associated with the nature of poetry and the kind of appreciation that it calls for from a reader is the idea that the study of poetry is a 'higher-level' activity as compared with that of the supposed 'lower-level' activity of language learning. Those who hold the teaching of literature as a 'sacred' duty of the profession would like to save poetry from being 'defiled' by its inclusion in undergraduate English syllabus. They would like to reserve poetry for Elective and Honours level courses. This elitist concept surprisingly finds support from even those members who plead for its inclusion. They argue that without its inclusion, the teacher's job becomes very dull. After all, teacher's interest should be an equally important criterion.

Personal prejudices, being sharp as they come, make it all the more difficult to bring in reason in the discussion. The present writers encountered this situation in the UGC sponsored symposium on Syllabus Planning at BN Chakravarthy University held in September, 1976.

1.2 The objective considerations for and against the inclusion of poetry in the undergraduate English syllabus have often been coloured by the expansion in enrolment in English courses and the sharply-declining standards of language proficiency as demonstrated by the learners at the examinations. The demands generated by a situation of numbers have often been met by ill-equipped teachers recruited in haste and literature-dominated materials and instructional exercises.

There has also been a general tendency to simplify teaching materials with a view to making these more amenable to the preparation of comprehension and production exercises. A great deal of talk about the difficulty-level of the teaching materials has led to an extensive 'pruning' of the available textbooks. Passages are being shortened, novels are being abridged, and, there is a likelihood of the poetic drama being simultaneously presented in prose form on the facing page. The 'deviance' in poetic language has dominated our minds to the extent that we are not willing to consider our day-to-day familiarity of and proneness to deviant language use.

It needs to be realized that deviance of the poetic language is not in any way a pejorative phenomenon. The norm, in such situations, is always within sight. In fact, the teacher can prepare useful exercises on the recognition of the normor on conversion from the deviant to the standard use of the language. Deviance in poetic language operates at two different levels: the phonological level which leads to the evolution of poetic meter, onomatopoeia and alliteration; and, grammatical and semantic levels which generate the use of metaphor. Poems are a sub-class of utterances included within the larger class of all instances of language use.

This is, of course, not intended to support the claims that deviant uses of language can be comprehended as easily as those of the standard language use. The difficulty is likely to be marked in case of attempts at comprehending the deviant uses of language. Yet at the same time it is difficult to claim that deviant uses of language cannot be comprehended in the absence of a total control of the standard language. The learner's control of language increases or improves gradually; in this process the learner has an

area of language use which is deviant. The simultaneous existence of standard and deviant language uses should be exploited by the teacher and the teaching materials. It is a problem of research to analyze the areas of deviance in the learner and those in poetry and whether there is any overlap or similarity in such areas.

Even on linguistic bases, one can make a marginal claim in favour of the inclusion of poetry in the undergraduate English syllabus. One would like to suggest such advantages as accrue from memorizing a song ; however, the use of English in non-native contexts and teacher's awareness of music being limited, this aspect cannot be utilized very effectively. More so, when it relates to Wordsworth and D. H. Lawrence.

2.0 A substantial claim can, however, be made on pedagogic considerations. It is suggested that an understanding of the teaching objectives or of the levels of appreciation will help in a significant manner. The teaching of literature (in the traditional sense of the term) has been largely oriented to aesthetic considerations. The level of appreciation has often tended to be emotive and interpretive. In case the accepted objectives of the undergraduate programme are spelt out in terms of language skills, the emphasis in the appreciation of poetry should be on comprehension. This can, of course, permit students with greater proficiency to go on to levels such as emotive.

2.1 A large number of text-books do not reflect an awareness about the kinds of poetry that should form part of the undergraduate English syllabus. At a theoretical level, one can find substantial acceptance of the view that narrative and dramatic poetry wiih a story bias should form bulk of the selections. It may be very helpful to include ballads, rhyming poetry and popular narratives at this level of language learning.

2.2 The 'interest' variable of the teaching materials has often been overlooked in some of the books produced recently. Attempts at author-written passages tailored to discrete-point language exercises are liable to the same criticism of monotony as the pattern drills. A large wealth of teaching materials is already available in

the English language. What is required is the adoption of appropriate objectives or levels of appreciation and the use of teaching strategies aimed at achieving such objectives.

The inclusion of poetry in the undergraduate English syllabus should mean presentation of a different kind of language use. The focus for its claim should be the learner, not the teacher.

A STUDY OF THE RELATIONSHIP BETWEEN INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF PRE - DEGREE STUDENTS

Miss S. *Christina & Prof. B. Ardhanareeswaran*

I. Introduction: Measurement:

1.1. Intelligence is an inherited capacity of an individual. It is manifested through his ability to adapt and to reconstruct the factors of his environment in accordance with his group; it is generally accepted that learning capacity is an essential aspect of intelligence. Many pupils who are found to do excellent work in regular school subjects are found to have great difficulty in one or more of special fields like art and mechanics. Intelligence tests can hence be said to be measures of scholastic aptitude.

1.2. Measurement plays an important part in the field of education because the pupils' intelligence, aptitude, and scholastic achievement have to be measured. Starting

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Abstract of a Thesis (submitted in part fulfilment of the requirements for the Master of Education Degree of the University of Madras 1975).

with the pioneering work of Binet, intelligence tests have come to play a very important role not only within 'the domain of psychology' but in everyday affairs.

1.3. Achievement scores play an important role in determining success or failure of a student in a particular subject, his entry into a university, and his 'fitness' for employment.

1.4. Thorndike's most widely known contribution to the area of intelligence is the C.A.V.D., a test of intelligence composed of the following sub-tests :

C - Sentence completion (To supply words so as to make a statement true and sensible).

A - Arithmetic reasoning (To solve arithmetical problems).

V - Vocabulary (To understand single words).

D - Following directions (To understand connected discourses as in oral directions or paragraph reading).

2. Aim of Study :

The present investigation attempts a study of the relation between intelligence test scores and scores obtained in achievement tests in English at the Pre-University entry level. The sample was drawn from two classes of a boys' college in Madras City. The number of subjects was a hundred.

3. Tools Used ;

(i) A questionnaire & test paper in English.

(ii) A 'CAVD' intelligence test.

4. Results :

Those who have got low intelligence scores have scored very low marks in the Achievement test. However the study shows that the correlation between intelligence and academic achievement is at a low level in the positive direction.

5. **Recommendations :**

(i) A suitable method of imparting skills in second language in our rural and regional medium schools has to be devised and implemented.

(ii) At the pre-degree level tutorial work has to be provided for carrying out remedial teaching. It should be so organised as to give a sense of achievement to the backward pupils.

(iii) Investigations similar to the present one may be carried out to determine the correlation of intelligence with achievement in other disciplines; the attainments of the same students in the degree courses could be observed. Our current test procedures do not indicate student achievement and are hence to be radically revised.

ENGLISH IN PRE-SCHOOL EDUCATION

By

Prof. B. Ardhanareeswaran

The first years of the child's life are vital to his physical, mental and social development. Therefore, emphasis should be placed on the development of "multi-sensory perception and experiences that encourage impression, expression, and communication" (Miss Ulla Lofgren, Swedish Educationist). The early childhood period could be divided into two broad stages, the two to three-year-age level being the customary divider.

Early childhood education or pre-school education exists only in meagre form in urban developed areas. Eighty per cent of Indian children live in rural areas, where it has not even been possible to provide elementary education for the children on a compulsory basis, though it deserves high priority for the cause of national growth. Our attention at the moment is naturally concentrated upon compulsory primary education guaranteed by our constitution.

Early childhood education is now left in charge of members who themselves urgently require an all-round developmental education, that is, education in the areas of health, nutrition, co-operativeness, cultural understanding, etc. This has been the cause of many mothers not being always the best teachers.

The importance of including pre-school education in the national systems of education has been stressed by the WCOTP Committee on Early Childhood Education. The reasons for this are to be found in Anthropology, Sociology, Ecology, Psychology, Biology, History and Geography. The socio-economical and environmental conditions of a great majority of the population in Third World countries are the worst possible, according to Mrs. Nazira Feres Abi-Saber of Brazil.

Geographical factors explain the contrast between wealth and poverty, education and ignorance, which exists not only among several countries but also among the several social strata within the same country as well. Industrialisation has brought in its wake rural depopulation and urban overpopulation. The demographic situation aggravates the problem of lack of food and other resources indispensable to life. In several regions of the world, perhaps because of superstition and cultural influences, people fail to eat nourishing food. Children in pre-school age are the ones who most endure the effects of the lack of deficiency.

Undernourishment and drop-out:

Great authorities on nutrition studies like Dr. Nelson Chaves and Professor Cravioto have made it clear that early undernourish-

ment has close correlation with failure and drop-out in the first school years. All these socio-economic and socio-cultural factors urge a share of care and attention to the pre-school component—a share of what the country devotes to more advanced levels of education.

Seriousness of the problem ;

The sprouting of nursery or kindergarten schools like mushroom almost everywhere including rural places is disturbing. No doubt they admit the ward of the poor man who is keen that his ward has the benefit of the English brand of education. Mr. M. K. Srinivasan, the sponsor of "Save the Consumer Movement of India," in a recent interview observed : "The poor man succumbs to the lure of the nursery/kindergarten school. These are sheer money-making hovels; they provide no proper play-facilities, drinking water, eating place or lavatory. Children are huddled together in a small space; they squat in unhygienic conditions. Many of these schools are exposed to fire hazards. Fees are fantastic : Rs. 20/- or 25/- or 30/- per month. For an eight-month school term, fees are collected for 12 months. No qualified teachers are employed. Unqualified tutors are paid anything between Rs. 60/- and Rs. 80 and no vacation fees; however special fees are collected from children: building fund, excursion, cinema, magic, circus, TV, compulsory tuition and what not: Are all these incomes recorded? Further once the term is over, the parents of these wards have to hunt for seats in recognized schools. —There are notable exceptions, a few good schools being run along desirable educational lines with the help of qualified teachers. But the majority of Montessori/KG/nursery/day-care schools are in need of guidance and co-ordination regarding standards to be set, requisite qualifications of teachers, minimum facilities for children, etc."

Composition of the Board of Early Childhood Education :

A Board for Early Childhood Education along the lines of the Tamil Nadu Board of Continuing Education could be constituted for each State in India. Members of the Board could comprise representatives of the relevant disciplines—teaching, medical psychological, social work, etc. The State Government cou

involve itself by providing funds for specific projects recommended by the Board and by placing at the disposal of the Board specialist services in education, health, and social welfare. The Board has a vital role to play in identifying and assessing individual child's weakness so that suitable corrective and preventive measures can be taken. As John McKenzie (New Zealand educationist) pointed out (Berlin Conference in 1975), early childhood education has a very important role as the first and most effective time to meet the needs of the handicapped.

Mother involvement scheme: Brazilian model

A Brazilian doctor Yaro R. Gandra has found an alternative solution to the problem of the absence of a sufficient network of schools for all children from birth to 6 years of age. This model will be suited to the genius and tradition of our country and will incidentally provide non-formal education to the mother. Dr. Gandra uses the existing elementary schools and canteens, with their school personnel and a few additional trained teachers, to help mothers with their very young children. Transport problems are solved because older brothers and sisters already attending elementary school can bring the young children with them. Each mother attends the school once or twice each month for a programme of training in hygiene, cookery, recreational activities including songs, puppets, and other games and crafts using cheap materials.

It is said that this program is run successfully and the results encouraging, that it can be operated within limited funds, and that it is already being tried in Bolivia and Columbia. One would wish that it be adopted in India too.

My thesis is that because children are mishandled during the period of early childhood education, they are exposed to a premature rigid distasteful atmosphere, to learning the 3 R's and they are taught to the point of monotony and boredom the same thing over and over again from about 2½ to 7 years of age. We witness the malady of students' utter indifference and maladjustment to and revolt against discipline when they come to the higher stages of

education, and apathy for studying prescribed and other books in English and other disciplines.

"We must not be afraid of dreams; we must dream dreams that come true" so that all our children are as soon as possible provided physical, social, intellectual and emotional help, and are not allowed to suffer the irreversible damage suffered in body and mind by children whose diet is insufficient and education faulty.

(BY COURTESY OF THE HINDU)

Substitution Tables For Practice

VERGHIS CHANDY

When English is learnt as a second language, a new set of speech habits must be acquired by the children. They learnt the first set of language habits rather spontaneously, without conscious effort. Forming English language habits can also be done successfully in the same way as in the case of the first language. Hence the drill methods which will give the learner plenty of opportunities for imitation and repetition. Such a method is the substitution method.

A substitution table is a sentence pattern or model sentence out of which many other sentences of the same shape and construction can be made, though composed of different words. This is called a substitution table because the sentence pattern is a mould or frame into which we can fit or substitute a good number of words and phrases and thus make a number of other sentences. The success of the method depends largely on the thoroughness with which the model sentence is taught and known. It may seem that time is being wasted over it, but spending time over the model sentence pays in the long run. The pronunciation, intonation, meaning of the model sentence must be drilled. " The pro-

nunciation, intonation, and meaning of the model sentence must be thoroughly mastered by the whole class before any advance is attempted" Ryburn (1961:27). A substitution table is built when pupils supply words and terms which can be substituted for the terms of the model sentence. The teacher may prepare a table earlier from which many sentences can be read. Each of these sentences should be thoroughly drilled, mastered and used. Individual drill and group drill should be done. As soon as possible, each sentence should be used in conversation.

The substitution tables can be used where the direct method fails us, and it provides us with a means for enabling our pupils to acquire, comparatively rapidly, a large number of English language habits. It is not a substitute for the direct method, but can be used along with the direct method and in places where the direct method is of no use. The teacher can also use substitution tables when he follows the structural approach in the class. The substitution tables can even be used for a whole period when the teacher feels the necessity of giving the pupils practice in a particular structure. These tables can be used to present the most frequently used English words and word groups in such a manner as to form the greatest number of useful sentences of general application. It can also be used on a rainy day when the pupils have a tendency to make noise. Reading from a substitution table is an excellent exercise especially for a hot afternoon when the class is feeling sleepy.

Before	you came	they had gone.
	I could say anything	the train had left.
	I woke up	the film had begun.
	he arrived	the rain had stopped.
By the time	it got dark	the boys had left.

Item from each column one can make a large number of similar sentences, e.g.

Before you came the film had begun.

Before I woke up they had gone.

By the time I could say anything the train had left.

By the time he arrived the boys had left etc.

Likewise a total of fifty sentences can be made from the above table. It is impossible to make a sentence which is wrong in form or nonsensical in meaning. With each sentence, the correct pattern is very much impressed on the mind. Pike (1960) says that the success of this method is the result of the psychological ties between the substituted words and their contexts. The extra linkage points between a word and its linguistic environment within the slot of structure would yield strong psychological "energy bonds."

A substitution table can be used for oral practice. The teacher writes the table on the board. (This may be a sentence that appears in the reader or a sentence taken from the pupils' composition work.) He gives a short explanation on how the table works, gets the class in groups to repeat after him, asks individual pupils to read out sentences. The teacher repeats these and the class repeats each sentence after him.

Substitution tables lend themselves to various competitions and class games-all played against a time limit.

(a) The class is divided into as many teams as there are columns in the table. On a five second time limit. each team has to produce an item for the column it represents to agree with the items already given. (b) Students repeat sentences from the table. If any student produces a sentence which has already been given by somebody else, he goes into the bag and cannot come out until he puts up his hand and volunteers a new sentence of his own. (c) The teacher gives from memory a sentence from a table studied a few days previously. After a minute or so for recollection, other examples are called for. Any learner who fails, goes into the bag.

There are certain principles in drawing a substitution table. A substitution table may have two, three, four or larger number of columns (variable and invariable), those in which any number of

new words and phrases can be added and those which are completely fixed. In the early stages the table should not contain more than three columns. There should only be one variable at a time. The teacher should be quite clear about the sentence pattern to be taught. He should also be quite sure that the sentences are not only correct in grammar but also make good sense. In a substitution table, the different items must be interchangeable. A table must be fool proof.

There is likely to be some boredom when pupils repeat sentences from a substitution table. This can be avoided, says Bruton (1965), by challenging pupils to produce sentences in response to a purely visual stimulus—by holding up a box, for example, when the structure exemplified in the table is "you are opening the box". Pictures also can be used. Learning takes place when they actually experience the content. It is absolutely essential for a teacher to have a sufficient number of examples of the use of a structure to make establishment possible and to give variety to his class and the possibility of enjoyment to his pupils.

Reference :

Bruton, J. G. (1965) The Presentation of Material ELT, 19, 4, 179–182.

Pike, K. L. (1960) Nucleation. The Modern Language Journal, 44, 291–295.

Ryburn, W. M. (1961) The Teaching of English, Bombay: OUP.

Games and Play-Acting in the English Class Room

VERGHIS CHANDY

In the learning of English as a second language we can easily make enjoyment and success go together. Since language is a form of behaviour, the various behaviour patterns that can occur in

games and play-acting will provide good situations for using English. The situations which bring a second language to life in the class room can be organised by activities like gestures, acting, imitation, mimicry, handling things, playing roles and making speeches. The teacher can devise a number of games and competitions. These can either be dove-tailed with the learning of English or be conducted separately. Each game must have a special objective. Children are endowed with the competitive instinct. So they always like to demonstrate their talents and to win the praise of others. The teacher should be interested in the game. He should act as a guide and leader.

Play acting is very much needed because it provides scope for practising English in a wide range of situations. As Morgan observes, make-believe is essential to the meaningful practice of an adequate range of language in the class room and the earlier we use it the better. The social occasions which form the core of so many lessons in our readers offer suitable dialogues and settings for acting playlets. Play-acting helps to guarantee that there will sometimes be some fun and excitement in the English class room. Moreover there will be life, humour, pleasure and intellectual excitement. As a group activity, it draws upon the pooled talents and experiences of a number of children, not just one.

The teacher may try the following games and plays in the English class.

Conversation game: The class is divided into two groups with conversation cards having a question and its answer written on it. Each pupil is allowed to ask the question on his card.

The pupil from the other group has to give the answer. Marks are given for each correct answer.

Word building: Let one start to spell a word by giving the first letter. Another pupil adds the next. A third pupil gives the third letter of the word and so on until the word is finished. The pupil who completes the word scores a mark. There should be a definite

word in the mind of the builder and he must give it when challenged.

Word exhibition: Letters written on cardboard slips are distributed among the members of two groups. The teacher calls out a word. Pupils having the letter to make up the word rush forward and stand in the order of the letter and exhibit their letters. The group which first exhibits the words is given credit.

Sentence games: The teacher gives a word. The pupils should construct a sentence, the first letters of words which taken in order should form the given word. Words should be such as would enable the pupils to frame sentence with the words at their command. e.g. (We are taking exercises regularly).

Spelling games: One pupil gives a word. The next has to give another word that begins with the last letter of the previous one, e.g. make-employ-young.

I Spy: One child spies with his little eye an object he thinks his friends would not immediately notice. He then announces 'I spy with my little eye something beginning with'— a or b or c, whatever it is. Others look round detectively and suggest words beginning with those letters. He who guesses correctly is the next spy.

Spelling Bee: This game consists of Spelling correctly the difficult words put to one pupil by another, a standard dictionary being the final arbiter of propriety. The game is best played in teams, with a point for each word successfully spelt.

Harsh Sentence: Go through a sheet of newspaper and write down the first word encountered which begins with the letter 'a', then with 'b' and so on through the alphabet. Dictate these words to competitors who then have five minutes to concoct an intellegible sentence using them in any order. The one whose sentence is most tolerable and includes the largest number of words wins.

Words within Words: A word is chosen from which players attempt to draw out as many other words as possible. If there is only one 'b' in the word selected, not more than one word containing a 'b' can be made. Two letter words don't count. There is time limit. Each player scores 5 for a five-letter 4 for a four-letter and 3 for a three-letter word.

Finding the objects: A number of small objects, of which each player has a list, have been hidden about the room, and a limited time is allowed for finding them As each player finds an object, he writes down (without saying anything or giving away the secret to others) what and where it is, using a prepositional phrase, under the heading "I have found........" Thus, for instance: I have found a key behind a vase of flowers, a small spoon inside a box etc. The first to complete the list correctly is the winner. (Lee, 1965).

The Pretty Thing: The teacher gathers objects from members of the class and holding them up one by one, says: 'Here is something. What a pretty thing!' (or 'useful' or any other common and appropriate adjective of two syllables.). 'Who is the owner of this pretty thing? The pupil who owns it must stand and say: 'I am the owner of that pretty thing'. (Note the change from this' to that.' So, from one object to another, until the response comes readily, from all pupils, and with good intonation. (Willey and Somaratne, 1955).

Imaginative play: Dressing-up clothes, some object or utensil which will spark off a whole series of situations in the child's mind can be provided. During this kind of play the child can think, himself into situations and then begin to speak. The spontaneous speech of the child must not be interfered with.

The Policeman: A child acts as a policeman and asks another child who acts as a witness. 'What was the man doing when you first saw him?' This, is helpful to practise the use of past continuous joined with simple past.'

The successful language teacher must be a consummate actor. If a wide range of real life situations is to be anticipated in the class room, play must be made a respectable class room activity, and learners must all be developed into unself-conscious performers. Some methods of teaching language through dramatisation are miming, 'do' and 'say' exercise, dialogues, incidents from real life situations, short plays, historical playlets, stories, fables and folk-lore. The resourceful teacher can invent many other plays and games which will obviate children's boredom and monotony in learning a second language. Thus he will enable his pupils to have sustained interest in the learning of English.

ENGLISH LANGUAGE TEACHERS' ASSOCIATION OF INDIA

We wish our members, subscribers, readers and advertisers a Very Happy and Prosperous New Year.